Comprehensive Web-based, Virtual Assessment of Social Information Processing Strengths and Deficits in Adolescent Boys

The purpose of this study was to examine the psychometric properties of a Web-based, virtual social information processing skills assessment tool, the Social Information Processing Application (SIP-AP), administered to a racially and ethnically diverse sample of 59 boys ages 12 - 18 (M = 14.78, SD = 1.35) in 6th through 12th grades years old. This study utilized an audio computer-assisted self-interviewing method of delivery previously validated with late elementary school-aged boys (Kupersmidt, Stelter, & Dodge, 2011). Adolescent boys completed the SIP-AP consisting of viewing 10 videotaped vignettes filmed from the first-person perspective depicting common social misunderstandings, where there was a negative outcome for the victim and ambiguous intent on the part of the perpetrator. After viewing each vignette, boys responded to 18 questions representing the six SIP cognitive mechanisms. Parents and boys completed measures assessing the boys' aggressive behavior. Psychometric properties were excellent in that the internal consistencies for each of the individual SIP cognitions as well as for the cognitive mechanism scales were high; mechanisms were significantly correlated with each other; and boys with elevated scores on the cognitive mechanisms were more aggressive than boys who were not elevated.